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The status of the North Carolina public school program for educable mentally retarded (EMR) children is reported. Data obtained from state report forms and teacher completed questionnaires describe administration, teachers, pupils, and curriculum. Four tables on the administrative setting present a summary by years of numbers of teachers and pupils in the EMR program, personnel responsible for local unit coordination of special education programs, level of EMR classes, and availability of sequential programs. Eight tables on EMR teachers treat age, type of certificate, training in special education, college attended, EMR and other teaching experience, inservice training, and teacher's aides (hours per day). On EMR pupils, three tables give age range of classes, IQ ranges (with a graphic representation), and tests used for screening. Six tables on curriculum give subject areas taught, methods and materials used, secondary classes with work placement programs, regular nonacademic attendance at the secondary level, and regular class subjects in which EMR students participated. North Carolina services are compared to those of six other states in an additional table. Eight recommendations are presented. Appendixes provide the EMR teacher questionnaire and the class report form. (BW)

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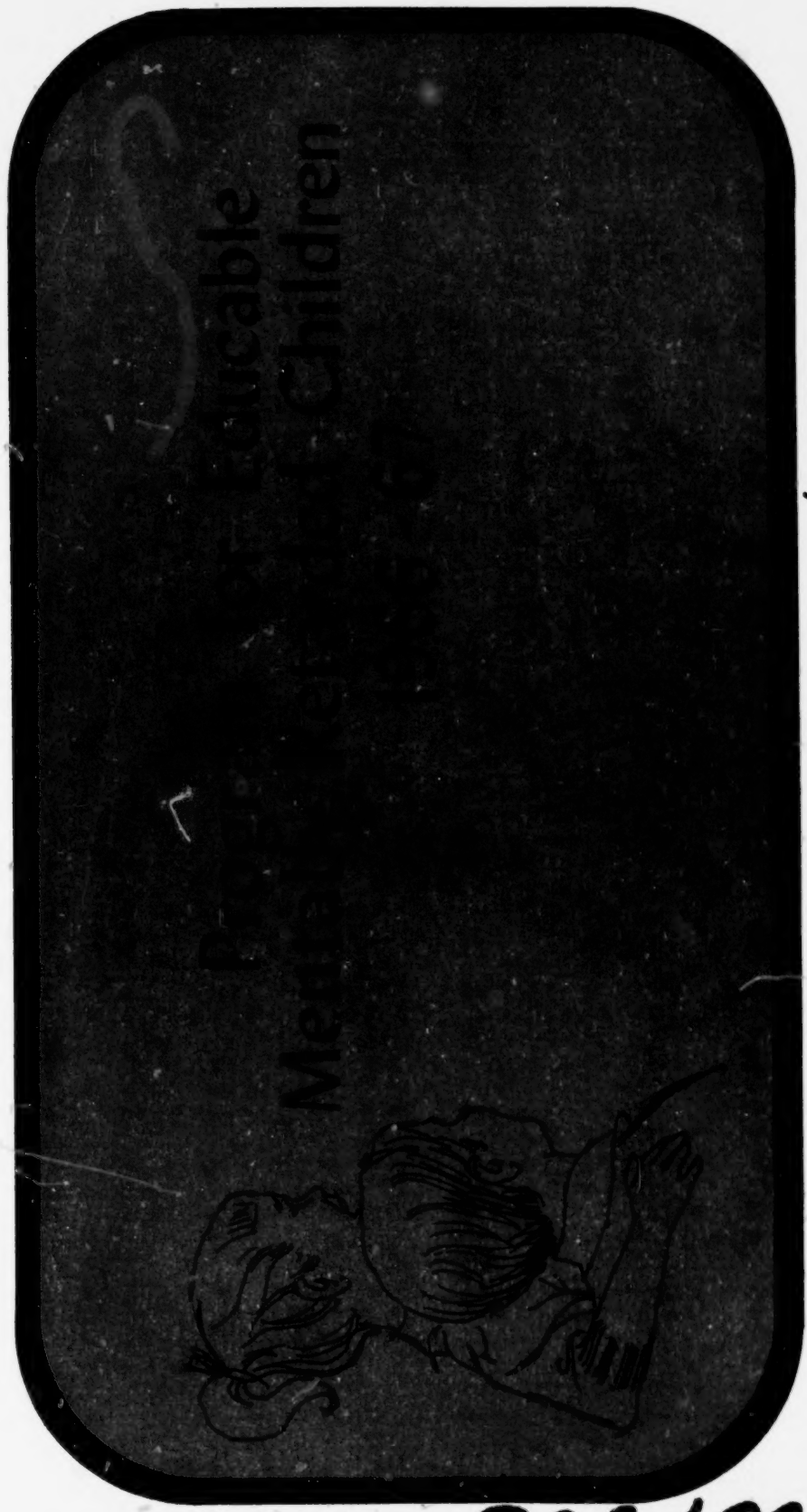
A STATUS REPORT



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH, N. C.

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NORTH CAROLINA PUBLIC SCHOOLS: A STATUS REPORT OF THE PROGRAM FOR EDUCABLE MENTALLY RETARDED CHILDREN

This report has been prepared by the staff of the Special Education Section, Division of General Education, North Carolina Department of Public Instruction.

Felix S. Barker, Director

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NORTH CAROLINA PUBLIC SCHOOLS: A STATUS REPORT OF THE PROGRAM FOR EDUCABLE MENTALLY RETARDED CHILDREN

Introduction

With the enactment in 1947 of Chapter 818 of the Sessions Laws, the General Assembly of North Carolina recognized the need for educational programs for children with mental handicaps. The General Assembly of 1949 authorized the State Board of Education "to provide from funds available for public schools for a program of special education" in accordance with the 1947 Act. Since these initial efforts, the public school program for educable mentally retarded children has grown rapidly. Table I illustrates the growth of this program through the years.

TABLE I

EMR Administration: Summary by Years of Numbers of Teachers and Pupils in the Educable Mentally Retarded Program

Year	Teachers	Pupils
1949-50	35	1,120
1950-51	45	1,804
1951-52	70	2,365
1952-53	83	3,139
1953-54	96	3,197
1954-55	91	2,781
1955-56	107	2,887
1956-57	134	3,736
1957-58	154	3,875
1958-59	166	3,436
1959-60	180	3,348
1960-61	195	3,185
1961-62	316	5,236
1962-63	495	8,834
1963-64	623	9,425
1964-65	736	11,680
1965-66	887	14,016
1966-67	1,046	16,480

Purpose

To provide extensive and comprehensive State-wide planning which will continue to meet the needs of handicapped children in North Carolina, it is necessary to develop a concise and complete perspective of the present public school program. State level planning and establishment of priorities for program development must be based on the program which exists at the present. Therefore, the purpose of the EMR Status Study is to present the current status of the program for educable mentally retarded children. The study is divided into four major areas: the administrative setting, the teacher personnel, the pupils, and the curriculum.

Procedure

The data included in this report were collected with two instruments: (1) The Report of Educable Mentally Retarded Class, a State Department of Public Instruction report form received from all State-allotted classes for the educable mentally retarded and kept on file in the Special Education Section office, and (2) an EMR Questionnaire which was sent during the last week in January 1967, to all 1,046 teachers of the educable mentally retarded. Of the 1,046 questionnaires sent out, 738 (70 percent) were returned. Examples of each of the two instruments used for collecting the data are included in Appendices A and B.

Results: The Administrative Setting

Of the 169 administrative school units in North Carolina during the 1966-67 school year, 167 had one or more classes for educable mentally retarded children. The position of the person responsible for the coordination of the various special education programs often differed among units. Table II presents the type of personnel reported as being responsible for local unit coordination of special education programs in North Carolina.

TABLE II

EMR Administration: Personnel Responsible for Local Unit Coordination of Special Education Programs in North Carolina, 1966-67

Position	Number	Percent
Superintendent	30	17.86
Assistant Superintendent	24	14.28
General Supervisor	85	50.59
Guidance Counselor	5	2.98
Director of Special Education	14	8.33
Teacher	2	1.19
Principal	5	2.98
Other	3	1.78

As the Table above shows, approximately one-half of the programs were coordinated by a general supervisor. Eighteen percent were directed by the superintendent, while 14% were directed by the assistant superintendent. Only 8% of the units utilized a director of special education.

The numbers of EMR classes at various age levels are shown in Table III. Primary level classes include pupils with chronological ages of approximately six through nine; elementary level classes, those with chronological ages of approximately nine through twelve; junior high level classes, those with chronological ages of approximately twelve through fifteen; and senior high, those with chronological ages of fifteen years and above. Rigid age limits for each level are not advocated nor desirable, a factor accounting for the age overlap present between levels. For purposes of classification into specific age levels, classes with an age range deviation one year from a specific classification were included in the nearest classification level. For example, a class with an age range of eight through twelve would be classified as an elementary level class.

TABLE III

EMR Administration: Level of EMR Classes

Level	C.A.	N	%
Primary	6-9	50	6.8
Elementary	9-12	198	26.9
Junior High	12-15	191	26.0
Senior High	15+	55	7.5
Too large to classify		242	32.9

Approximately 7% of the classes were located at the primary level. The elementary and junior high levels were almost equally distributed with 198 or 26.9% at the elementary level and 191 or 26.0% at the junior high level. Only 55 or 7.5% of the classes had been established at the senior high level. Approximately 33% of the EMR classes had groups with age ranges so great that they were too large to classify.

The North Carolina State Department of Public Instruction recommends that local administrative units establish and maintain sequential and continuous progress for educable mentally retarded children. A complete though minimal sequential program would include a class at each of the four levels previously discussed (primary, elementary, junior high, senior high) so that pupils could move from one level to the next as they become ready. As shown in Table IV, 50% of the teachers answering the survey reported that their students had an opportunity to move in a sequential manner.

TABLE IV

EMR Administration: Availability of Sequential Program

Teacher's Response	N	%
Yes	354	50.9
No	343	49.1

Results: Teachers

One thousand and forty-six teachers of educable mentally retarded were employed by 167 administrative units during the 1966-67 school year. Approximately two out of every twenty-five of these teachers were men.

TABLE V

EMR Teachers: Age

Age Range	N	%
20-29	184	25.0
30-39	161	21.8
40-49	170	23.1
50-59	152	20.6
60-65	63	8.6
Over 65	8	1.1
Total Responses	738	

Table V shows the age distribution of teachers of the educable mentally retarded in North Carolina during the 1966-67 school year. As can be seen, the largest age frequency fell in the 20-29 range. The 40-49 range followed with 23.1%. Twenty-two percent of the teachers responding were 30-39 years of age; while approximately 21% were 50-59 years old. Eight point six percent were between 60-65, and 1.1% were over 65.

To determine the level of preparation of teachers in EMR classroom programs, the teachers were asked to report the extent of their education. Table VI indicates the type of certificate held by the teachers who responded to this part of the questionnaire.

TABLE VI

EMR Teachers: Type of Certificate

Type of Certificate	N	%
Graduate	107	16.1
A	502	75.5
B	39	5.9
C	10	1.5
Other	7	1.0
Total Responses	665	

The large majority of the teachers responding held A certificates. Only 8% were certified below the A certificate.

The extent of training in special education which the teachers had received is shown in Table VII. One hundred ten teachers or 20.9% had received 24 semester hours or more in classes in the education of the handicapped; 162 or 30.8% had received 18 semester hours or more; and 136 of the 527 responding indicated that they had received fewer than nine hours but at least six. Only 23 or 4.4% indicated they had received fewer than three semester hours.

TABLE VII

EMR Teachers: Training in Special Education

Semester Hours of Special Education	N	%
0	23	4.4
3 semester hours	43	8.2
6 semester hours	136	25.8
9 semester hours	56	10.6
12 semester hours	70	13.3
15 semester hours	37	7.0
18 semester hours	32	6.1
21 semester hours	20	3.8
24 semester hours	20	3.8
Above 24	90	17.1
Total responses	527	

To determine the contribution of North Carolina colleges to the field, teachers of the EMR were asked to indicate where they had received their special education training.

TABLE VIII

EMR Teachers: College Attended for Special Education Training

College	N	%
Appalachian State University	56	8.0
East Carolina University	47	6.7
Western Carolina University	42	6.0
University of North Carolina - Greensboro	40	5.7
University of North Carolina - Chapel Hill	31	4.4
A & T University	28	4.0
North Carolina College	26	3.7
North Carolina State University	2	.3
Other In-State Colleges	296	42.2
Out-of-State Colleges	134	19.1
Total Responses	702	

As Table VIII indicates, no one specific college has dominated the scene in preparing special education teachers. Forty-two percent of the teachers indicated that they had received their special education training at colleges other than the main teacher training institutions. Since so few of the "other" in-State colleges offer coursework in special education, this finding was unexpected. It is entirely possible that some teachers may have misunderstood the question.

Teachers were also asked to indicate the number of years they had taught an EMR class. The results are shown in Table IX. Thirty-four point three percent of the teachers had taught only one year, and 17.4% had taught for two years.

TABLE IX

EMR Teachers: EMR Teaching Experience

Number of Years	N	%
One year	252	34.3
Two years	128	17.4
Three years	71	9.7
Three-Five years	125	17.0
Five-Ten years	108	14.7
Over ten years	50	6.8
Total responses	734	

Only 6.8% of the teachers responding had taught ten years or more. This fact is understandable when the relative age of the special class program for educable mentally retarded children is considered.

TABLE X

EMR Teachers: Other Teaching Experience

Number of Years	N	%
None	80	11.1
One year	90	12.5
Two years	40	5.5
Three years	41	5.7
Three-Five years	71	9.8
Five-Ten years	116	16.1
Over ten years	284	39.3
Total responses	722	

By far, the largest percentage (39.3%) of teachers of the educable mentally retarded had taught for more than ten years in some other capacity.

It is felt that continuous in-service training is needed to maintain competency in the classroom. Teachers were asked to report the amount of in-service training in which they participated during the 1966-67 school year.

TABLE XI

EMR Teachers: In-Service Training

Number of Days	N	%
None	365	49.7
Less than one day	46	6.3
One day	60	8.2
Two days	69	9.4
Three days	43	5.9
Four days	25	3.4
Five days or more	127	17.3
Total responses	735	

Table XI shows that approximately one-half of the teachers reported having no in-service training at all. Six point three percent received less than one day, while approximately 27% received one to four days of in-service training. Seventeen point three percent received five days or more of in-service training during the year.

The use of teacher's aides in EMR classrooms in North Carolina is reported in Table XII.

TABLE XII

EMR Teachers: Teacher's Aide - Hours per Day

Number of Hours	N	%
None	532	72.4
One hour	107	14.6
Two hours	57	7.8
Three hours	12	1.6
Four hours	4	.5
Five hours	7	1.0
All day	16	2.2
Total responses	735	

The results of the survey indicate that 72.4% of teachers of EMR did not have the service of an aide. Fourteen point six percent had the services of an aide for about one hour per day; 7.8%, for two hours per day; and 1.6%, for three hours per day. Only 2.2% reported having help for the full day. However, the use of a subprofessional adult to aid the classroom teacher is increasing.

Results: The Pupils

The age range of pupils within classes for the educable mentally retarded in North Carolina is reported in Table XIII.

TABLE XIII

EMR Pupils: Age Range of EMR Classes

Level	N	%
Less than two years	3	.4
Two years	16	2.2
Three years	103	14.0
Four years	215	29.2
Five years	190	25.8
Six years	119	16.2
More than six years	79	10.7
More than nine years	11	1.5

Only 2.6% of the survey classes had age ranges of two years or less; 14.0% had age ranges of three years, and 29.2% had age ranges of four years. Fifty-four point two percent of the classes studied indicated an age range in excess of four years.

The IQ distribution of pupils enrolled in classes for the educable mentally retarded during the 1966-67 school year is presented in Table XIV.

TABLE XIV

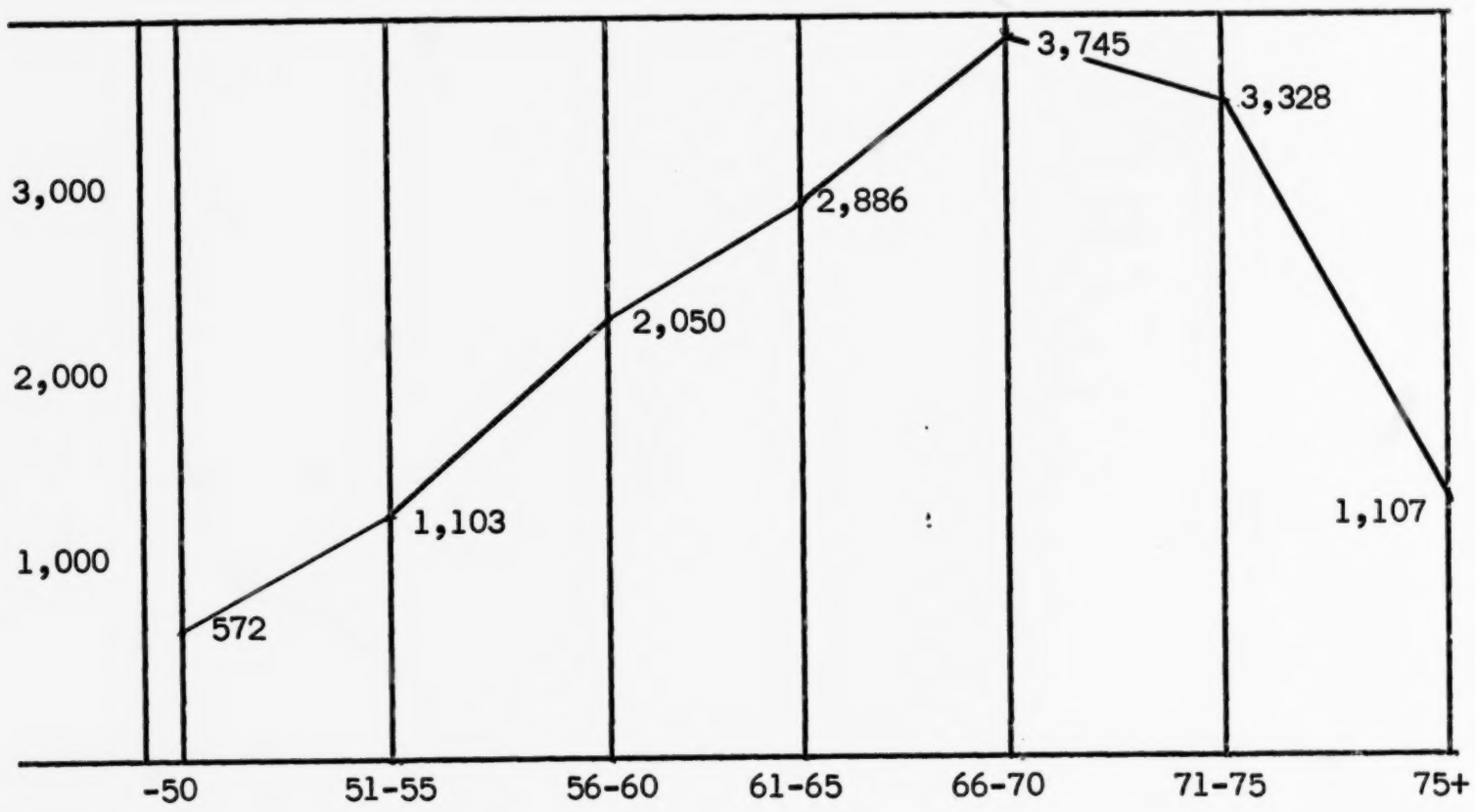
EMR Pupils: IQ Ranges

IQ Range	Number of Pupils
75+	1,107
71-75	3,328
66-70	3,745
61-65	2,886
56-60	2,050
51-55	1,103
50-	572

To present the IQ distribution shown in Table XIV more clearly, Figure I graphically illustrates the same data.

FIGURE I

Graphic representation of IQ ranges of EMR students



As can be seen in Figure I, the placement of pupils with IQ 70 and below in special classes has followed closely the normal distribution of intelligence.

However, many pupils with borderline measured intelligence (IQ 70 and above) remain in regular classes because their functioning level is higher than their measured intelligence would indicate. Thus, the incidence of pupils placed in special classes with borderline intelligence does not follow the normal distribution curve.

Table XV illustrates the type of tests used in the evaluation of pupils placed in EMR classes during the 1966-67 school year. Although over 10,000 pupils have been given comprehensive individual intelligence tests, many others need further evaluation.

TABLE XV

EMR Pupils: Tests Used to Screen Pupils Placed in Classes for Educable Mentally Retarded Children, 1966-67

Test	Number of Children
Stanford-Binet Intelligence Scale	8,136
Slosson Intelligence Test	2,979
Wechsler Intelligence Scale for Children	2,518
Peabody Picture Vocabulary Test	404
Group intelligence tests	632
Other individual intelligence tests	136
Placed with no test	678

Results: The Curriculum

Table XVI indicates the subject areas listed by all teachers responding to the questionnaire.

TABLE XVI

EMR Curriculum: Subject Areas Taught

Subject	N	%
Language Arts	672	91.0
Number Concepts	635	86.0
Science	397	53.8
Social Studies	379	51.4
Health	360	48.8
Art	265	35.9
Physical Education	184	24.9
Crafts	66	.09
English	47	.07
Pre-vocational	43	.06
Geography	25	.03
Other	218	29.5

Language arts was taught by 91% and number concepts by 86% of the teachers. The next most frequently listed courses were science (53.8%), social studies (51.4%), and health (48.8%). More than a fourth of the teachers also indicated that they taught art (35.9%) and physical education (23.9%).

To gather data pertaining to specific elements of the curriculum, teachers were asked to list the subject areas taught, the teaching methods used, and the materials used in the class.

The teaching methods used by teachers answering the questionnaire are found in Table XVII. Among the single methods most often used, audio-visual techniques accounted for 16.3%; individualized instruction, 11.2%; experience charts, 4.9%; and experience units, 4.6%. Eleven percent of the teachers said

they used a method other than one of those on the following chart. The majority of the teachers (51.9%) indicated that they did not use one method exclusively but used various combinations of methods mentioned below.

TABLE XVII

EMR Curriculum: Methods Used

Method	N	%
Audio-Visual Techniques	102	16.3
Individualized Instruction	70	11.2
Experience Charts	31	4.9
Experience Units	29	4.6
Other Methods	70	11.2
A Combination of Two or More of the Above Methods	323	51.9

The type of materials the teachers indicated that they used are found in Table XVIII. One-fourth of the teachers used basal State-adopted textbooks in combination with special materials. About the same number of teachers used either basal texts only (18.5%), special materials only (17.1%), or a combination of basal texts, workbooks, and special materials (17.4). Special materials in combination with workbooks were used by 12.8% of the teachers. Only a small number of teachers relied exclusively on basal textbooks and workbooks (6.8%) or workbooks only (2.1%).

TABLE XVIII

EMR Curriculum: Materials Used

Materials	N	%
Basal Texts and Special Materials	170	25.1
Basal Texts Only	125	18.5
Basal Texts, Workbooks, and Special Materials	118	17.4
Special Materials Only	116	17.1
Special Materials and Workbooks	87	12.8
Basal Texts and Workbooks	46	6.8
Workbooks Only	14	2.1

Secondary level teachers were asked if their program provided work placement experiences for their students before they left school. Table XIX shows that 46.6% of secondary teachers indicated that work placement was part of their program.

TABLE XIX

EMR Curriculum: Secondary Classes with Work Placement Programs

	N	%
Yes	95	46.6
No	109	53.4

The number of secondary level educable mentally retarded children that attended regular grade, non-academic classes last year is shown in Table XX. As can be seen, only 18.3% of the secondary level students remained in self-contained classrooms.

TABLE XX

EMR Curriculum: Regular, Non-Academic Attendance at Secondary Level

	N	%
Yes	152	81.7
No	34	18.3

Table XXI presents the non-academic subjects the secondary level special class students attended along with regular high school students.

TABLE XXI

EMR Curriculum: Regular Class Subjects in Which Mentally Retarded Students Participated

Subject	N	%
Physical Education	146	96.0
Home Economics	114	75.0
Industrial Arts	106	69.7
Music	102	67.1
Arts and Crafts	84	55.3
Driver Training	83	54.6
Other	55	36.2

Educable mentally retarded students most often attended regular classes for physical education, with home economics, industrial arts, music, arts and crafts, and driver training following in that order.

Summary, Conclusions, and Recommendations

The North Carolina public school program for educable mentally retarded has grown very rapidly since its initiation in 1949 with an average growth rate of 59 new classes per year. The 16,480 pupils enrolled during the 1966-67

school year constituted 69.7% of the theoretical school age population of educable children. This compares very favorably with the efforts of other states of comparable size as reported by a recent Florida Department of Education Survey.[1] Presented in Table XXII are the data collected from the seven states showing the greatest effort in the survey.

TABLE XXII

A Comparison of State Services to Educable Mentally Retarded Students

State	School Population*	No. of EMR Students*	% of EMR Population Served**
Missouri	954,600	17,077	89.4
Michigan	1,932,000	28,144	72.8
North Carolina	1,183,690	16,480	69.7
Ohio	2,244,900	28,908	64.4
Massachusetts	999,900	11,986	59.9
Tennessee	870,300	9,789	56.2
Florida	1,192,700	13,264	55.6

*North Carolina figures are based on the 1966-67 school year. All other figures are from the 1965-66 school year.
**Based on a prevalence of 2 percent.

As indicated in this Table, North Carolina ranks third in percentage of EMR population enrolled in special classes.

All but two of the 169 administrative school units in North Carolina during the 1966-67 school year operated classes for educable mentally retarded children. For the most part, these classes were supervised by general school supervisors. Approximately 8% of the administrative school units employed persons with special education designated as their only responsibility.

[1]Florida State Department of Education, Comparative Survey of Programs for Exceptional Children: 16 States of Similar Size, 1965-66, Survey Report of Division of Curriculum and Instruction, Education for Exceptional Children Section, Tallahassee: The Department, April 1967, 15 pp.

Over one-half of the classes for educable mentally retarded children in the State are organized either at the later elementary or junior high levels. However, one-third of the classes for the educable mentally retarded enrolled children comprising an age range which was too large to classify at any one level. Fifty percent of the teachers responding to the survey reported students in their classes were able to move in a sequential manner from one class for the educable mentally retarded to another.

Approximately 8% of teachers for educable mentally retarded students during the 1966-67 school year were men. Age of the teachers was evenly distributed between ages 20 and 59. Only 7% of the persons employed during the 1966-67 school year had less than full teaching certification in North Carolina. Thirty-eight percent of these teachers had fewer than nine semester hours training in special education. Nine semester hours in special education courses is considered the minimum amount of training needed for proficiency in teaching the educable mentally retarded. It was surprising to find that only 40% of the teachers received their special education coursework at the major-State supported colleges which emphasize teacher training.

During that 1966-67 school year there were 16,480 students enrolled in 1,046 State-supported classes for the educable mentally retarded. Fifty-four percent of the classes had an age range of more than four years. Data concerning intelligence level and tests used for placement in special classes was presented. Although over 10,000 students have been given comprehensive individual intelligence tests, at least 2,000 other pupils enrolled in educable mentally retarded classes needed further evaluation.

In studying the curriculum presented in the classrooms, it was found that the main emphasis in the special classes was placed on the tool subjects--language arts and number concepts. It is interesting to note that only 18% of the teachers of the educable mentally retarded relied exclusively on the

State supplied basal textbooks. Eighty percent of the secondary teachers reported that their students attended regular, non-academic classes with non-retarded pupils. However, only 47% of the secondary teachers indicated that their students had the benefit of a work placement program.

On the basis of this survey the following recommendations are presented to provide continued growth and development of the North Carolina public school program for the educable mentally retarded students:

1. Local administrative units should be encouraged to develop a sequential program with at least four classes to provide for smaller age ranges and more appropriate instruction.
2. More emphasis should be placed on developing senior high level classes involving comprehensive work placement programs.
3. Teachers should be encouraged to acquire more coursework in special education.
4. The State-supported teacher training institutions should be encouraged to develop larger special education programs to enable them to provide a greater proportion of the teachers with special training.
5. More in-service teacher training opportunities dealing specifically with curriculum development and methods of teaching should be provided by the State Department of Public Instruction.
6. Instructional materials should be provided in the classrooms that have been developed specifically for educable mentally retarded students.
7. Local administrative units should be encouraged to provide more comprehensive and appropriate psychological evaluations for screening pupils for special class placement.

8. Local administrative units should be encouraged to provide leadership personnel whose sole administrative and supervisory responsibilities are in special education.

APPENDICES

APPENDIX A

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
Division of Instructional Services
Special Education Section

EMR - TEACHER QUESTIONNAIRE

1. Administrative Unit _____ School _____

2. Name _____

3. Age: 20 - 29 _____ 50 - 59 _____
   30 - 39 _____ 60 - 65 _____
   40 - 49 _____ 66 - _____

   Sex _____

4. Type of Certificate _____

   _____

5. Degree held _____ From (College) _____

6. How many hours of college credit do you have in Special Education?

   Semester hours _____ (or Quarter hours _____)

7. At what college has the majority of your special education training been received? (check one)

   UNC _____ N. C. State _____
   Appalachian _____ N. C. College _____
   Western Carolina _____ UNC - G _____
   East Carolina _____ Other in State (name) _____
   A & T College _____ _____
   Out of State _____

8. How many days per year do you participate in in-service training in <u>Special Education</u>?

   none _____ two days _____
   less than one day _____ three days _____
   one day _____ four days _____
   five days or more _____

9. Describe type of in-service training briefly.

_____

_____

_____

10. How many years teaching experience have you had with the educable mentally retarded (including present position)? (check one)

one year _____ three to five years _____

two years _____ five to ten years _____

three years _____ over ten years _____

11. How many years teaching experience have you had with children other than mentally retarded children? (check one)

one year _____ three to five years _____

two years _____ five to ten years _____

three years _____ over ten years _____

12. Do you have a teacher's aide? Yes _____ No _____

If yes, how many hours per day? (check one)

less than one hour _____ three hours _____

one hour _____ four hours _____

two hours _____ five hours _____

all day _____

13. Do you use instructional materials and supplies that are commercially prepared for educable mentally retarded students? (check one)

Yes _____ No _____

If yes, describe briefly the special materials used.

_____

_____

_____

14. Do you follow a prepared curriculum plan or guide for your instruction?

Yes _____ No _____

15. Will (or have) the children in your class be (been) able to move in a sequential manner through a complete educable mentally retarded program which includes a high school class?

Yes _____ No _____

Check the sequential educable mentally retarded class levels that you now have available to students in special education.

Primary _____ Junior High _____

Elementary _____ Senior High _____

16. Briefly <u>list</u> the curriculum in your class including what is being taught, the methods of teaching, and the types of materials used.

Subject Areas (e.g., reading)	Methods (e.g., phonics)	Materials (e.g., Cowboy Sam Series)

<u>Junior and Senior High Teachers Only</u>

17. Does your program provide work placement experiences before the educable mentally retarded student leaves school? (check one)

Yes _____ No _____

18. Do educable mentally retarded students at the secondary level attend regular grade, non-academic classes? (check one)

Yes _____ No _____

If above answer is yes, check the following non-academic, regular grade subjects in which educable mentally retarded students participate.

Industrial Arts _____ Music _____

Arts & Crafts _____ Driver Training _____

Physical Education _____ Home Economics _____

Other (write in) _____

APPENDIX B

North Carolina State Department of Public Instruction
Division of General Education, Special Education Section

REPORT OF EDUCABLE MENTALLY RETARDED CLASS

Administrative Unit: _____ Unit No.: _____ Date: _____ Present Class Membership: _____
School: _____ Sch. No.: _____ Age Range of Class: _____ (youngest) to _____ (oldest)
Teacher (Mr., Mrs., Miss): _____ I.Q. Range of Class: _____ (Lowest) to _____ (highest)

Name of Pupil (List last name first)	Sex (M or F)	Birthdate Yr./mo./day)	I.Q.	M.A.	Name of Indiv.'l Psychological Test	Date of Test (Yr./mo./day)	Name of Psychological Examiner	Other Handicaps if any
(Example) Smith, William A.	M	53/1/25	50	6	Stanford-Binet	64/5/15	Dr. J. Doe	Impaired vision
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

(See reverse side)

Name of Pupil (List last name first)	Sex (M or F)	Birthdate (Yr./mo./day)	I.Q.	M.A.	Name of Indiv.'l Psychological Test	Date of Test (yr./mo./day)	Name of Psychological Examiner	Other Handicaps if any
19								
20								
21								
22								
23								
24								

I. Description of Classroom:
   1. Location (check): 1st floor ( ); 2nd floor ( ); basement ( ); mobile unit ( ); other_____
      Elaborate if necessary_____
   2. Length of Classroom: _____ feet; width: _____feet; approximate ceiling height: _____feet.
   3. Number of windows: _____.
   4. Is there running water in the classroom? _____
   5. Does toilet adjoin the classroom? _____

II. What are the grade levels of the other classes in this school? Grade _____ (lowest) through Grade _____ (highest).

Return one completed copy of this form to: Director, Special Education Section, Department of Public Instruction, Raleigh, North Carolina

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Signature of Teacher: _____ Signature of Principal: _____